

Unit Description

Language That Works

Students explore how meaning is communicated in contemporary texts developed for and used in a work context. Students develop and use a range of strategies and skills to comprehend and interpret these texts. They explore how the relationships between context, purpose and audience create meaning in work-related texts. Students identify, consider and explain language choices and the organisational features of texts, and their impact on meaning. Students respond to a variety of work-related texts and create texts of their own for a variety of purposes and audiences.

In responding to texts, students focus on developing strategies and skills to comprehend texts developed for and used in a work context. They consider the various ways in which these texts communicate information, ideas and perspectives. They do this by developing and applying skills to identify main ideas, and interpret, question and infer when reading, viewing and listening to a range of texts.

In creating texts, students develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication. Students should be given opportunities to create texts that convey meaning and various points of view on key work-related issues and ideas, using appropriate language features, content and mediums for a range of purposes, audiences and contexts.

TOPIC 1: *Within the Workplace* – Conditions of Employment; Rights at Work; Awards; etc.

TOPIC 2: *Workplace representations* – how companies represent themselves, workplace behaviours and traits.

Unit Objectives

1. use patterns and conventions of genres to suit work-related purposes and audiences
2. use appropriate roles and relationships with audiences
3. construct and explain representations of identities, places, events and concepts in work-related texts
4. make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin work-related texts and influence meaning
5. explain how language features and text structures shape meaning in work-related texts and invite particular responses
6. select and use subject matter to support perspectives
7. sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
8. make mode-appropriate language choices according to the register variables informed by purpose, audience and context
9. use language features to achieve particular purposes across modes.

Assessment Plan:				
Task	%	Objectives to be assessed	Conditions	Date
<p>Spoken Workplace Seminar Students will present an informative seminar on workplace conditions relevant to a specific job/industry, and will then invite their audience to take up a position in regards to workplace issues.</p> <p>ALREADY COMPLETED IN TERM 1</p>	25%	<ol style="list-style-type: none"> 1. use patterns and conventions of genres to suit work-related purposes and audiences 2. use appropriate roles and relationships with audiences 3. construct and explain representations of identities, places, events and concepts in work-related texts 4. make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin work-related texts and influence meaning 6. select and use subject matter to support perspectives 7. sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts 8. make mode-appropriate language choices according to the register variables informed by purpose, audience and context 9. use language features to achieve particular purposes across modes. 	<p>Length: 3-5mins per student Conditions: Individual Task; five weeks' notice of task; may be supported by additional video/digital media (focus on spoken/signed element); spoken/signed may be performed live or video-recorded</p>	Term 1, Week 8
Task	%	Objectives to be assessed	Conditions	Date
<p>Exam Response Students respond to two stimulus texts identifying, considering and explaining how the elements of these texts communicate ideas and information.</p>	25%	<ol style="list-style-type: none"> 3. explain representations of identities, places, events and concepts in work-related texts 4. explain the ways cultural assumptions, attitudes, values and beliefs underpin work-related texts and influence meaning 5. explain how language features and text structures shape meaning in work-related texts and invite particular responses 6. select and use subject matter to support perspectives 9. use language features to achieve particular purposes across modes. 	<p>Length: 200-300 words for each response Time: 90mins + 15mins planning</p>	Term 2, Week 5